

## **Chapter One**

### **Introduction**

This chapter discusses the introduction of this study. The first, the researcher discusses the background of the study. The second, the researcher explains the statement of the problem. The third, the researcher states the problem in limitation of the problem. The fourth, the researcher formulates the research question. The fifth, the researcher determines the purposes of the study based on research question. The last, the researcher describes the significance of the study.

### **Background**

Writing is an important skill to learn English. It plays essential roles in expressing ideas and opinions. Students are capable of sharing ideas, persuading and convincing others. They may write topics which are the most interested or some other purposes. Through writing, students can explore the matter what they have learned (Alfaki, 2015). It helps students have a chance to more understand about the language especially when writing will be undertaken as assistance to learning, for example, to consolidate the learning new structures or vocabulary or help students remember news item of language. It means that writing allows students to see their progress and get feedback from lecturers. The lecturers also can monitor and diagnose their students' problems in grammar and structure.

Although writing skill is very important, students face some problems in English writing exercises. One of the problems is the lack of grammar and structure knowledge so they find it difficult to use it in their writing. Albalawi and Younes

(2015) stated that grammar and structure are the major weaknesses in English writing. Students often make mistakes in tenses, punctuation, syntax errors, verb agreements or articles in grammar rules. The error makes the student's writing unreadable and difficult to understand. Low student motivation may also affect their ability to write. When students have low motivation in writing, they will assume that writing is difficult and consequently, students rarely practice writing and they will lack in writing skills. Tuan (2012) argued that motivation can affect the enthusiasm of students to participate in learning writing.

One of the strategies that could be done to solve problems in writing is the use of technology. Harmer (2001) stated that technology is one good tool for the progress of students' in writing because it will facilitate the spell checkers for students. A spell checker can reduce misspellings into correct spelling and this can help students to revise their writing. Technology also allows students to get feedback from more than one person using the online platform and may be more effective than traditional feedback (Yunus, Nordin, Salehi, & Embi, 2013). Using technology can also motivate students to complete their assignments through the internet (Bowen, Moore, Niemeyer, and Holmes, 2014). In addition, Bowen et al. (2014) revealed that technology motivates students to be more involved in studying specific material and eager to learn thus making the learning process easier and more enjoyable.

Students can use the online platform to facilitate them to practice their writing skills. Messenger, Facebook, Twitter, Google Docs, Blogs, Wordle, Padlet, Gloster, Smilebox, PollEverywhere, and Clicker are the examples of the online

platforms that can be used to practice English writing (Deni & Zainal, 2015). The learning platforms facilitate learners improving their understanding of English writing. The platforms could be implemented for college assignments, online learning, and sharing links. One of the platforms that can be used for learning is Padlet. Padlet is a free platform in the form of an online bulletin board so students can organize information on various topics they want (Sangeetha, 2016). The students and lecturers can upload their notes on the platform's wall by adding links, videos, comments, and pictures. The Padlet has many features for writing which include features for commenting, essay writing, uploading, and downloading files from links attached to the Padlet. The use of Padlet activity is monitored by lecturers so that this activity will encourage the students to be more serious in writing. The students can also revise their writing after they receive some feedback from their lecturers.

Padlet provides several benefits for students. First, students can use Padlet to have virtual classes where they can write, share, and comment the ideas on the Padlet wall. Deni and Zainal (2015) revealed that activities using Padlet can increase students' knowledge because it allows them to comment on it, visit links, and view their inputs directly. Second, Padlet has special features for students, therefore, can be used to enhance student writing. Lecturers also can provide some topics to encourage the students to brainstorm the topics. Sherif (2015) believed that Padlet is a platform to help students improve their writing because they can use it to practice their writing. Sherif surveyed teachers from Egypt school as the participants and investigated about the perception on using Padlet in online learning and teaching. The result showed that

as for teaching writing, approximately 22.22% of the participants, using technology could improve students' writing skills.

Although Padlet has several advantages, students face some problems in using Padlet. First, the platform can be used only when there is an internet connection. The internet connection is unpredictable and sometimes even gets trouble. As suggested by Sherif (2015), students' problem on using Padlet is the error internet connection. When the internet connection is problematic, students may find it difficult to seek information to work their college assignments. Secondly, Padlet holds a feature to put some comments on the same wall that cause students feel confused by the difference between teacher feedback and student writing (Deni & Zainal, 2015). Padlet has many comments on one board and the students have to look at the comments one by one which then might result in the students feeling uninterested in Padlet.

English Language Education Department (ELED) of a private university in Yogyakarta where the researcher is currently undertakes her study. The ELED students implement technology in their English teaching and learning activities. Commonly used platforms at the ELED to support learning English are Edmodo, Padlet, Schoology, and Storybird. The ELED lecturers use Edmodo to perform group assignment. They can also use Padlet to share the students' opinions individually about the topic given by the lecturers. Schoology can be used in both group and individual assignment to share their presentation before classroom activity. The lecturers use Storybird to create a story in an interesting way using pictures.

Implementing those platforms in teaching and learning process are interesting. Although many platforms can help students to practice their English skills, the researcher will only focus on Padlet which can help the students in their learning, especially in their writing.

Taking into account the use of Padlet in language learning, this research aims to investigate its usage among students of the ELED. The researcher observed that the ELED students were familiar with Padlet and some of them used Padlet to facilitate their assignments. The phenomena induce the researcher interested in investigating students' perception about benefits and problems when using Padlet in the ELED students' writing. The ELED students may have different opinion and perception about benefits and problems of Padlet in their writing. It is important to know their perception in order to help the ELED improving teaching and learning process using E-learning. The ELED also have not observed yet for this research as a result this study will be a noteworthy topic.

### **Identification of the Problem**

In the previous explanation, the ELED students facing some problems and difficulties in writing skills. Based on the researcher's review from some references, the lack of grammar, structure knowledge, and motivation are student's problem in writing.

In order to solve the problems faced by the ELED students, the lecturers use platforms as supporting teaching and learning tools. Padlet is one of the platforms support the lecturers and the students in teaching and learning writing. Although

Padlet has several benefits for students, some students are not interested when using the platform. Error the internet connection make students' writing exercise postpone from due date and also feel uncomfortable after getting some ideas for their writing but can be lost the ideas directly when error internet connection happens. Another problem is to loss control over input and feel confused some comments on Padlet. This problem makes students need more time to check their assignments or feedbacks from the lecturers. The students cannot concentrate to join the learning because they are busy to check the assignments or files which are needed by them. The problems can be significant reasons to make students uninterested using Padlet.

Based on the fact about Padlet and its implementation in learning and teaching method at the ELED, this research aims to reveal the ELED students' perception Padlet toward writing. When the students implement Padlet in their learning activity, they may give clear information to explain benefit and problems of Padlet. The ELED students might have different opinions and perception about benefits and problems about the platform. This is important to expose the ELED students' opinion and perception about Padlet as the platform to facilitate their English writing practice.

### **Limitation of the Problem**

In this study, the researcher will focus on the advantages and the problems of using Padlet in improving writing skill. These two focuses will be based on students' perception. The researcher also concerns with which Padlet are effective to improve students' English writing skill.

### **Research Question**

This research will examine the students' perception of Padlet's use in improving writing skill:

1. What are the advantages of using Padlet in improving writing skill?
2. What are the problems of using Padlet in improving writing skill?

### **Purpose of the Study**

In this study, the research aims at investigating Padet in improving writing skill:

1. To find out the advantages of using Padlet in improving writing skill
2. To reveal the problems of using Padlet in improving writing skill

### **Significance of the Study**

This research will deliver some benefits for students, lecturers, and other researchers. The benefits are in the following,

**Students.** This research will deliver some information to encourage Padlet in students learning activity especially for facilitating the students to improve their English writing. The information will induce the students more interested to study using Padlet. The research's results will reveal the advantages and problems of the use of Padlet, so students will discover both sides when they want to use it. They may consider Padlet as a suitable platform to improve their writing skills.

**Lecturers.** This research helps lectures who find difficult an effective strategy for their teaching. They will use Padlet in online learning as a solution of their teaching strategy that the platform can help the lecturers in improving students'

English writing skills. They will encourage the platform for their students to facilitate and practice English writing.

**Other researchers.** This research is expected to be a good reference for other researchers who have the same topic and related on this research. The other researchers can also investigate some other issues on the use of Padlet. For example, they want to conduct this research in the same field and want to know the perception. The other research also can compare Padlet with other platforms such as Edmodo, Schoology, and Storybird.